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ABSTRACT

The paper reviews policies of the state of Arkansas concerning high school graduation requirements and reports on a survey of individual school districts in Arkansas in regard to their policies concerning program modification, graduation requirements, and graduation documentation for secondary special education students. Data are presented for the 272 responding school districts. Results indicated that 95% of districts provided some type of modification within the regular classroom for secondary special education students, that 96% allowed resource teachers to give subject area credit to their students, and that 44% required special education students to complete some subject area classes without modification. The most common basis for granting of a diploma to a special education student was a combination of performance standards specified by the student's individual education program and the minimum credit requirement established by the state. Eighty-five percent of the districts granted a regular diploma to students meeting graduation requirements. (DB)

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Graduation Requirements, Documentation, and Minimum Competency Trends for Special Education Students in the Public Schools of Arkansas

Target Audience: Administrators, Teachers, Parents

Equipment Needed: Overhead projector, Screen

Other Presentations: None

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GRADUATION REQUIREMENTS, GRADUATION DOCUMENTATION,
AND MINIMUM COMPETENCY TRENDS FOR SECONDARY SPECIAL EDUCATION
STUDENTS IN THE PUBLIC SCHOOLS OF ARKANSAS

AMERICAN EDUCATION HAS COME UNDER INCREASING SCRUTINY DURING THE DECADE OF THE EIGHTIES. REPORTS SUCH AS WHY PUBLIC SCHOOLS ARE FLUNKING, AND THE 1983 REPORT OF THE NATIONAL COMMITTEE ON EXCELLENCE IN EDUCATION INDICATE THAT THE GENERAL POPULATION IS RAPIDLY LOSING CONFIDENCE IN PUBLIC EDUCATION AND ITS ABILITY TO PROVIDE ADEQUATE EDUCATIONAL OPPORTUNITY TO TODAY'S STUDENTS. CERTAINLY INCLUDED IN THIS GROUNDSWELL OF PUBLIC INTEREST IN THE EDUCATIONAL PROCESS AND ITS PRODUCT, IS THE QUESTION OF APPROPRIATE EDUCATION OF THE HANDICAPPED...WHAT WE GENERALLY TERM "SPECIAL EDUCATION".

A GENERAL INCREASE IN PUBLIC AWARENESS OF DUE PROCESS AND BASIC CONSTITUTIONAL RIGHTS HAS CONTRIBUTED TO A DEMAND FOR UPGRADED STANDARDS IN THE PUBLIC SCHOOLS. FEDERAL AND STATE LITIGATION AND LEGISLATION IN THE AREAS OF COMPETENCY TESTING, DUE PROCESS, EVALUATION, PROCEDURAL SAFEGUARDS, ETC. HAVE ADDED TO THIS TREND TOWARD ACCOUNTABILITY IN EDUCATION.

THERE IS, PERHAPS, NO EDUCATIONAL LEGISLATION OF RECENT TIMES WHICH HAS RAISED MORE COMPLEX AND CONTROVERSIAL ISSUES WITHIN THE PUBLIC SCHOOLS THAN P.L. 94-142, THE EDUCATION OF ALL HANDICAPPED CHILDREN ACT. ONE OF THE MOST CRUCIAL ISSUES EMITTING FROM ENACTMENT OF THIS LAW IS THE QUESTION OF GRADUATION, MINIMUM COMPETENCY, AND THE AWARDING OF A HIGH SCHOOL DIPLOMA TO STUDENTS IDENTIFIED AS HANDICAPPED. WHILE MOST STUDENTS AND PARENTS VIEW THE HIGH SCHOOL DIPLOMA AS THE ULTIMATE CONCLUSION TO THE EDUCATIONAL PROCESS, AND WHILE THE DIPLOMA HAS TRADITIONALLY SERVED AS DOCUMENTATION OF GRADUATION, THE GENERAL PUBLIC HAS COME TO EXPECT A CERTAIN LEVEL OF PROFICIENCY FROM THE HOLDER OF SUCH A CERTIFICATE. THE PUBLIC SCHOOLS, THEN, ARE FACED WITH THE DILEMMA OF MEETING THE LEGAL REQUIREMENTS OF 94-142 REGULATIONS AND AT THE SAME TIME SATISFYING THE PUBLIC'S DEMAND THAT A HIGH SCHOOL DIPLOMA INDICATE SOME ACCEPTABLE DEGREE OF COMPETENCY.

THE LAW AND EXISTING JUDICIAL INTERPRETATIONS APPEAR TO BE FAIRLY CLEAR ON THE ISSUE OF MINIMUM COMPETENCY TESTING OF HANDICAPPED STUDENTS IN THE PUBLIC SCHOOLS. IN BROOKHART VS ILLINOIS STATE BOARD OF EDUCATION (1982) THE COURTS FOUND THAT THE ADMINISTRATION OF STATE MANDATED MINIMUM COMPETENCY TESTS TO HANDICAPPED STUDENTS DID NOT VIOLATE SECTION 504 OF THE VOCATIONAL REHABILITATION ACT OF 1973, OR P.L. 94-142. ON APPEAL, THE SEVENTH COURT OF APPEALS UPHELD THE DISTRICT COURT RULING.

SPECIFICALLY, THE COURT HELD THAT DENIAL OF A DIPLOMA TO SPECIAL EDUCATION STUDENTS WHO FAIL TO PASS MINIMUM COMPETENCY TESTS DOES NOT DENY THEM A FREE AND APPROPRIATE EDUCATION.

HOWEVER, THE QUESTION OF GRADUATION DOCUMENTATION FOR SECONDARY SPECIAL EDUCATION STUDENTS WHO DO MEET GRADUATION REQUIREMENTS REMAINS A TOPIC OF DISCUSSION IN MANY STATES. A 1985 RULING BY THE OFFICE OF CIVIL RIGHTS STATED, ..."ALTHOUGH OCR ACKNOWLEDGED THAT THE AWARDING OF SPECIAL DIPLOMAS IS LEFT TO THE DISCRETION OF STATE AND LOCAL AUTHORITY, IT IS POINTED OUT THAT SPECIAL EDUCATION STUDENTS MEETING A SCHOOL'S GRADUATION REQUIREMENTS ARE ENTITILED TO REGULAR DIPLOMAS AND SHOULD NOT BE DENIED THE DIPLOMA ON THE BASIS OF A HANDICAP. IN THIS INSTANCE, THE SEATTLE, WASHINGTON SCHOOL DISTRICT WAS ORDERED TO IMPLEMENT REMEDIAL PROVISIONS AND TO ISSUE REGULAR DIPLOMAS TO THOSE SPECIAL EDUCATION STUDENTS WHO HAD BEEN IMPROPERLY ISSUED "MODIFIED" DIPLOMAS IN THE PAST.

IN RECENT YEARS THE MINIMUM COMPETENCY MOVEMENT HAS GAINED MOMENTUM AND STATES HAVE INCREASED EFFORTS TO UPGRADE EDUCATIONAL STANDARDS, INCLUDING REQUIREMENTS FOR GRADUATION. DURING THIS SAME PERIOD, THE COURTS HAVE CONTINUED TO UPHOLD THE DECLARATION THAT EXCLUSIONARY OR ARBITRARY APPLICATION OF EDUCATIONAL STANDARDS OR POLICIES TO ANY ONE GROUP IS A VIOLATION OF RIGHTS INHERENT UNDER THE 5TH AND 14TH AMENDMENTS TO THE U.S. CONSTITUTION.

IN 1980, THE POLICY RESEARCH CENTER OF THE COUNCIL FOR EXCEPTIONAL CHILDREN PREPARED A RESEARCH REPORT AND RECOMMENDATIONS FOR THE STATE OF ARKANSAS. IN MAKING THEIR RECOMMENDATIONS, THE RESEARCHERS NOTED THAT WHILE MANY HANDICAPPED STUDENTS IN ARKANSAS ARE CAPABLE OF MEETING THE SAME GRADUATION REQUIREMENTS AS NON-HANDICAPPED STUDENTS, OTHERS REQUIRE SOME MODIFICATION OF CURRICULUM TO ELIMINATE DISCRIMINATORY EFFECTS.FURTHER, THESE MODIFICATIONS SHOULD BE IMPLEMENTED WITHOUT REQUIRING THAT INDIVIDUAL SCHOOL DISTRICTS WAIVE COURSE STANDARDS OR OVERALL BASIC ACADEMIC STANDARDS. THREE TYPES OF MODIFICATIONS WERE RECOMMENDED:

1. COURSE SUBSTITUTION - "WHENEVER A STUDENT'S HANDICAP MAKES PARTICIPATION IN A COURSE INAPPROPRIATE, UNDULY DIFFICULT, OR MEANINGLESS, ANOTHER COURSE SHOULD BE SUBSTITUTED WHICH SATISFIES THE INTENT OF THE REQUIREMENT."

2. MODIFICATION OF CURRICULUM, METHODS, MATERIALS, OR EVALUATION - SUCH MODIFICATIONS INCLUDE THE USE OF ADAPTED EQUIPMENT, BRAILLED TEXTS, TAPED TEXTS, ETC.

3. ADDITIONAL TIME TO COMPLETE THE REQUIREMENTS.

RECOGNIZING THAT SOME HANDICAPPED STUDENTS WOULD BE UNABLE TO MEET THE BASIC REQUIREMENTS FOR GRADUATION, EVEN WITH MODIFICATIONS, THE CEC REPORT WENT ON TO SUGGEST TWO OPTIONS AVAILABLE TO STUDENTS IN A SELF-CONTAINED PROGRAM. THE OPTIONS INCLUDED THE DEVELOPMENT OF A SPECIAL EDUCATION CURRICULUM THAT WOULD CORRESPOND TO THE REGULAR CURRICULUM, OR BASING THE STANDARDS FOR GRADUATION ON SUCCESSFUL COMPLETION OF THE IEP.

THE BASIC REQUIREMENTS FOR GRADUATION FROM A HIGH SCHOOL WITHIN THE STATE OF ARKANSAS ARE AS FOLLOWS:

1. STUDENTS MUST EARN AT LEAST 20 UNITS IN GRADES 9 THROUGH 12. ONLY 1 OF THESE UNITS MAY BE IN PHYSICAL EDUCATION.

2. THE 20 UNITS MUST INCLUDE 4 UNITS OF ENGLISH, 3 UNITS OF SOCIAL STUDIES, 5 UNITS OF MATH AND SCIENCE, 1/2 UNIT OF PHYSICAL EDUCATION, 1/2 UNIT OF HEALTH EDUCATION, AND 1/2 UNIT OF FINE ARTS.

ALTHOUGH THE SCHOOL DISTRICTS WITHIN THE STATE OF ARKANSAS HAVE NO UNIFORM POLICY ON GRADUATION REQUIREMENTS FOR SPECIAL EDUCATION STUDENTS, A MEMORANDUM DATED FEBRUARY 24, 1986 FROM THE DIRECTOR OF THE STATE DEPARTMENT OF EDUCATION TO ALL SUPERINTENDENTS, HIGH SCHOOL PRINCIPALS, AND LEA SPECIAL EDUCATION SUPERVISORS STATED THAT THE IEP WAS TO SERVE AS THE GRADUATION PLAN FOR SUCH STUDENTS. THAT SAME MEMORANDUM WENT ON TO SAY THAT THE IEP PLANNING COMMITTEE WAS THE APPROPRIATE BODY TO DETERMINE WHICH GOALS AND OBJECTIVES SATISFIED THE BASIC REQUIREMENTS FOR SPECIFIC SUBJECT AREA COURSES. SUCH DECISIONS BY THE COMMITTEE ARE TO BE DOCUMENTED ON THE STUDENT'S IEP OR AS A PART OF THE ANNUAL REVIEW PROCESS. ACCORDING TO THE MEMO, THE COMPLETED IEP WOULD BE ACCEPTABLE TO THE STATE'S SECONDARY INSTRUCTION SUPERVISORS IN MONITORING FOR COMPLIANCE WITH THE STANDARDS FOR ACCREDITATION.

THE STATE OF ARKANSAS IS LOCATED IN THE SOUTH CENTRAL PORTION OF THE UNITED STATES AND IS PRIMARILY RURAL WITH AGRICULTURE AND LIGHT INDUSTRY MAKING UP THE BULK OF COMMERCE. THE STATE ENCOMPASSES SOME 53,000 SQUARE MILES AND IS DIVIDED INTO 75 COUNTIES. EACH COUNTY IS FURTHER SUBDIVIDED INTO INDIVIDUAL SCHOOL DISTRICTS RANGING IN SIZE FROM A LOW OF 15 SQUARE MILES TO A HIGH OF 777 SQUARE MILES.

THE NUMBER OF SCHOOL DISTRICTS LOCATED WITHIN EACH COUNTY VARIES FROM A LOW OF 1 (LEE COUNTY) TO A HIGH OF 11 (WHITE COUNTY) WITH AN AVERAGE DAILY MEMBERSHIP IN K-12 RANGING FROM A LOW OF .62 CHILDREN PER SQUARE MILE (OARK, JOHNSON COUNTY) TO A HIGH OF 337.0 CHILDREN PER SQUARE MILE (NORTH LITTLE ROCK).

K-12 PUPIL DENSITY FOR THE ENTIRE STATE IS 8.05 PUPILS PER SQUARE MILE. TOTAL AVERAGE DAILY MEMBERSHIP BY DISTRICT WITHIN THE STATE OF ARKANSAS RANGES FROM 45 IN THE OAKLAND SCHOOL DISTRICT (MARION COUNTY) TO OVER 29,000 IN THE PULASKI COUNTY SPECIAL SCHOOL DISTRICT. REGIONAL VARIATIONS IN PUPIL DESITY RANGE FROM A LOW OF 3,510 STUDENTS IN REGION 2 TO A HIGH OF 58,100 STUDENTS IN REGION 10. IN EXAMINATION OF THE GEOGRAPHICAL AND EDUCATIONAL LOGISTICS OF THE STATE, IT IS APPARENT THAT PROBLEMS IN DELIVERY OF SERVICES BECOMES A PRIMARY CONCERN.

IN AN ATTEMPT TO IDENTIFY CURRENT POLICIES OF ARKANSAS DISTRICTS IN REGARD TO THE EDUCATION OF SECONDARY SPECIAL EDUCATION STUDENTS, A STUDY WAS UNDERTAKEN IN THE FALL OF 1986 WHICH SURVEYED INDIVIDUAL DISTRICTS WITHIN THE STATE. A SURVEY FORM WAS MAILED TO THE LOCAL EDUCATION AGENCY SPECIAL EDUCATION SUPERVISOR OF 330 INDIVIDUAL DISTRICTS ALONG WITH BASIC INSTRUCTIONS ON COMPLETING THE FORM, AND A SELF-ADDRESSED STAMPED ENVELOPE FOR RETURN OF THE SURVEY TO THE RESEARCHER. OF THE 330 DISTRICTS CONTACTED, 272 FORMS WERE RETURNED WITH COMPLETE INFORMATION. IN ADDITION, 11 FORMS WERE DISCARDED DUE TO INCOMPLETE OR UNCLEAR DATA.

THE PURPOSE OF THE SURVEY WAS TO DETERMINE THE CURRENT POLICY OF THE INDIVIDUAL SCHOOL DISTRICTS IN THE STATE OF ARKANSAS IN REGARD TO PROGRAM MODIFICATION, GRADUATION REQUIREMENTS, AND GRADUATION DOCUMENTAION FOR SECONDARY SPECIAL EDUCATION STUDENTS.

RESULTS OF THE SURVEY WERE TABULATED AND ARRANGED INTO A FORMAT WHICH WOULD LEND ITSELF TO PROVIDING ANSWERS TO BASIC QUESTIONS ON EDUCATIONAL POLICY. THE RESULTS WERE FIRST SORTED BY COUNTY, AND THEN BY GEOGRAPHICAL REGION TO CORRESPOND WITH THE ADMINISTRATIVE REGIONS USED BY THE ARKANSAS STATE DEPARTMENT OF SPECIAL EDUCATION.

THE NUMBER OF INDIVIDUAL SCHOOL DISTRICTS WITHIN EACH GEOGRAPHICAL REGION RANGED FROM A LOW OF 3 DISTRICTS IN REGION 10, TO A HIGH OF 36 DISTRICTS IN REGION 8, WITH A MEAN NUMBER OF DISTRICTS FOR ALL REGIONS OF 27.2.

IN ORDER TO EXAMINE THE POSSIBLE RELATIONSHIP BETWEEN AVERAGE DAILY MEMBERSHIP (ADM) OF INDIVIDUAL DISTRICTS AND THEIR RESPONSE TO THE SURVEY, DISTRICTS WERE ALSO CATAGORIZED BY K-12 AVERAGE DAILY MEMBERSHIP ACCORDING TO THE FOLLOWING FORMAT:

AVERAGE DAILY MEMBERSHIP	NUMBER OF DISTRICTS
LESS THAN 501	106 (39%)
501 - 1,000	77 (28%)
1,001 - 2,000	41 (15%)
2,001 - 3,000	22 (07%)
3,001 - 4,000	9 (<1%)
4,001 - 5,000	5 (<1%)
MORE THAN 5,000	12 (11%)
	TOTAL 272

ADDITIONALLY, THE NUMBER OF SPECIAL EDUCATION TEACHER UNITS AT THE SECONDARY LEVEL FOR EACH DISTRICT WAS COMPILED. THIS DATA WAS USED TO CORRELATE DISTRICT SIZE BY ADM WITH NUMBER OF TEACHER UNITS. THE TOTAL NUMBER OF SECONDARY SPECIAL EDUCATION TEACHER UNITS FOR THE 272 RESPONDING DISTRICTS WAS 822, YIELDING A MEAN OF 3.02 UNITS PER DISTRICT STATEWIDE. WITHIN EACH ADM CATAGORY, THE FOLLOWING DATA WAS COMPILED:

AVERAGE DAILY MEMBERSHIP	MEAN NUMBER OF TEACHER UNITS
LESS THAN 501	1.16
501 - 1,000	1.77
1,001 - 2,000	2.37
2,001 - 3,000	4.64
3,001 - 4,000	5.67
4,001 - 5,000	9.80
MORE THAN 5,000	21.92

THE MEAN NUMBER OF SPECIAL EDUCATION TEACHER UNITS PER DISTRICT BY REGION RANGED FROM A LOW OF 1.75 IN REGION 3 TO A HIGH OF 46.0 IN REGION 10 (PULASKI COUNTY). WITH THE EXCLUSION OF REGION 10, MEAN NUMBER OF TEACHER UNITS PER DISTRICT DID NOT EXCEED 4.27 IN ANY REGION (REGION 6).

MODIFICATIONS AT THE SECONDARY LEVEL

ACCORDING TO THE RESULTS OBTAINED IN THE SURVEY, 95% OF ALL DISTRICTS PROVIDED SOME TYPE OF MODIFICATION WITHIN THE REGULAR CLASSROOM FOR SECONDARY SPECIAL EDUCATION STUDENTS. THE MOST COMMON MODIFICATION LISTED WAS INSTRUCTIONAL METHOD MODIFICATION, WITH MODIFICATION TO EVALUATION PROCEDURES BEING THE SECOND MOST COMMON. DATA INDICATED THAT THE PERCENTAGE OF DISTRICTS PROVIDING MODIFICATION WITHIN EACH GEOGRAPHICAL REGION RANGED FROM A LOW OF 67% IN REGION 10 TO A HIGH OF 97% IN REGIONS 1,2, AND 5. AVERAGE DAILY MEMBERSHIP CATAGORY APPEARED TO HAVE LITTLE EFFECT ON WHETHER MODIFICATIONS WERE UTILIZED OR NOT UTILIZED BY THE DISTRICT.

RESOURCE ROOM CREDIT FOR SUBJECT AREA CLASSES

IN RESPONSE TO THE SURVEY QUESTION "ARE RESOURCE TEACHERS ALLOWED TO GIVE SUBJECT AREA CREDIT TO SECONDARY SPECIAL EDUCATION STUDENTS?" THE OVERWHELMING MAJORITY (96%) RESPONDED TO THE AFFIRMATIVE. REGIONALLY, THERE WAS VERY LITTLE DIFFERENCE WITH A RANGE OF 91% IN REGION 7 TO 100% IN REGIONS 1,3,6, AND 10. AGAIN, ADM CATAGORY ALSO APPEARED TO HAVE LITTLE, IF ANY EFFECT ON THIS PRACTICE.

REQUIRING CLASSES WITHOUT MODIFICATIONS

OVERALL, 44% OF THE RESPONDING DISTRICTS INDICATED THAT THEY REQUIRED SECONDARY SPECIAL EDUCATION STUDENTS TO COMPLETE SOME SUBJECT AREA CLASSES WITHOUT MODIFICATION. THE RANGE WAS FROM A LOW OF 32% OF THE DISTRICTS IN REGION 4 TO A HIGH OF 67% IN REGION 10. THERE APPEARED TO BE NO CORRELATION BETWEEN ADM OF DISTRICT AND THIS PRACTICE.

GRADUATION REQUIREMENTS

THE MOST COMMON BASIS FOR GRANTING OF A DIPLOMA TO A SECONDARY SPECIAL EDUCATION STUDENT WAS A COMBINATION OF PERFORMANCE STANDARDS SPECIFIED ON THE STUDENT'S IEP AND THE MINIMUM CREDIT REQUIREMENT ESTABLISHED BY THE ARKANSAS DEPARTMENT OF EDUCATION. OF THE 272 DISTRICTS RESPONDING TO THE SURVEY, 78 OR 29% USED THIS CRITERIA. THE PERCENT OF DISTRICTS WITHIN EACH REGION WHO USED THE IEP/MINIMUM CREDIT CRITERIA RANGED FROM A LOW OF 56% IN REGION 2 TO A HIGH OF 100% IN REGION 10. ADM CATAGORY SEEMED TO HAVE LITTLE EFFECT ON THE CHOICE OF GRADUATION CRITERIA ALTHOUGH DISTRICTS OF LESS THAN 501 ADM TENDED TO USE THE IEP PERFORMANCE STANDARDS LESS THAN THE MINIMUM CREDIT REQUIREMENT.

GRADUATION DOCUMENTATION

OF THE 272 DISTRICTS, 85% OR 231 GRANTED A REGULAR DIPLOMA TO SECONDARY SPECIAL EDUCATION STUDENTS WHO MET GRADUATION REQUIREMENTS. DISTRICTS GRANTING A DIFFERENTIATED DIPLOMA MADE UP 12% OF THE TOTAL, WITH THE REMAINDER OF THE DISTRICTS ISSUING A CERTIFICATE OF ATTENDANCE OR A CERTIFICATE OF COMPETENCE. REGIONALLY, DISTRICTS GRANTING A REGULAR DIPLOMA RANGED FROM A LOW OF 69% OF THE DISTRICTS IN REGION 9 TO A HIGH OF 100% OF THE DISTRICTS IN REGION 10. IN THE ADM CATAGORY 3001-4000 ONLY 67% OF THE DISTRICTS REPORTED USING REGULAR DIPLOMAS, 22% AWARDED DIFFERENTIATED DIPLOMAS, AND 11% CERTIFICATES OF ATTENDANCE.

CONCLUSION STATEMENTS

1. WITHIN THE STATE OF ARKANSAS THERE ARE CURRENTLY SOME 330 SCHOOL DISTRICTS SERVING A TOTAL K - 12 STUDENT POPULATION OF APPROXIMATELY 396,000. MEAN ADM PER DISTRICT WITHIN THE STATE IS 1,200.

2. AT THE TIME OF THIS STUDY, THERE WERE MORE THAN 100 SCHOOL DISTRICTS WITHIN THE STATE OF ARKANSAS WITH A K - 12 AVERAGE DAILY MEMBERSHIP OF 501 OR LESS.

3. 62% OF THE SCHOOL DISTRICTS INCLUDED IN THE SURVEY HAD AVERAGE DAILY ATTENDANCE OF LESS THAN 3,000 STUDENTS K-12.

4. THROUGHOUT THE STATE, THERE WAS A POSITIVE RELATIONSHIP BETWEEN ADM CATAGORY AND MEAN NUMBER OF SECONDARY SPECIAL EDUCATION UNITS. ONLY IN THE DISTRICTS OF 5,000 OR MORE ADM WAS THERE A SIGNIFICANT INCREASE IN THE TEACHER UNIT/PUPIL DENSITY RATIO.

5. THE HIGHEST TEACHER UNIT RATIO OCCURRED IN THE INDIVIDUAL DISTRICTS AND GEOGRAPHICAL REGIONS WITH HIGHEST ADM, LEADING TO THE CONCLUSION THAT LARGER DISTRICTS TENDED TO RETAIN A HIGHER PERCENTAGE OF SECONDARY SPECIAL EDUCATION STUDENTS THAN DID SMALLER ADM DISTRICTS AND REGIONS.

6. 95% OF ALL DISTRICTS RESPONDING TO THE SURVEY PROVIDED SOME TYPE OF PROGRAM MODIFICATION FOR SECONDARY SPECIAL EDUCATION STUDENTS IN THE REGULAR CLASSROOM.

7. THE MOST COMMON TYPE OF PROGRAM MODIFICATION UTILIZED WITHIN THE STATE IS MODIFICATION OF INSTRUCTIONAL METHODS.

8. 44% OF RESPONDING DISTRICTS REQUIRED SECONDARY SPECIAL EDUCATION STUDENTS TO COMPLETE SOME SUBJECT AREA CLASSES WITHOUT MODIFICATION.

9. 96% OF SURVEYED DISTRICTS ALLOWED RESOURCE ROOM TEACHERS TO GIVE SUBJECT AREA CREDIT FOR WORK IN THE RESOURCE SETTING.

10. 85% OF SCHOOL DISTRICTS INCLUDED IN THE STUDY GRANTED REGULAR DIPLOMAS TO SECONDARY SPECIAL EDUCATION STUDENTS WHO HAD COMPLETED REQUIREMENTS FOR GRADUATION. 12% OF THE DISTRICTS GRANTED DIFFERENTIATED DIPLOMAS, AND 1% GRANTED OTHER TYPES OF DOCUMENTATION.

11. THE MAJORITY OF DISTRICTS SURVEYED CHOSE TO USE THE STUDENT'S IEP IN COMBINATION WITH COMPLETION OF THE MINIMUM CREDIT HOUR REQUIREMENT AS THE PRIMARY BASIS FOR GRADUATION OF A SPECIAL EDUCATION STUDENT. 97% OF THESE DISTRICTS GRANTED A REGULAR DIPLOMA.

12. REGARDLESS OF THE PRIMARY BASIS FOR GRADUATION OF A SPECIAL EDUCATION STUDENT, THE MAJORITY OF DISTRICTS GRANTED REGULAR DIPLOMAS. THE FOLLOWING TABLE WILL ILLUSTRATE THIS CONCLUSION:

BASIS FOR GRADUATION	# OF DISTRICTS	% GRANTING REG. DIPLOMA
IEP ONLY	31	61%
SPECIAL ED. CURRICULUM	5	40%
MIN. CREDIT REQUIREMENT	56	89%
IEP & SPED CURRICULUM	20	70%
IEP & MIN. CREDIT	78	97%
IEP, SPED, & MIN. CREDIT	65	89%
SPED & MIN. CREDIT	9	56%
OTHER	8	75%
	272	